Course Description

One of the oldest instructional methods, storytelling is used across sectors to build upon case-based reasoning that engaged the learner through the analysis of personal experience. The course paints broad-brush strokes providing opportunities for the students to perceive oral and digital forms of storytelling in multiple constructs: cultural, methods, strategies, and purposes.

This course is offered in a blended format: class will meet both online and in the classroom.

NOTE: This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. When the class first meets, you will be invited to edit, amend, and add to this syllabus. However, over the course of the semester I reserve the right to make any changes I deem necessary and/or appropriate to support your learning. I will make my best efforts to communicate any changes in the syllabus in a timely manner. You are responsible for being aware of these changes.

ACET Standards

The IST program at USTA requires that all degree-seeking students in IST prepare an ePortfolio due with your comprehensive exam in your final semester. Artifacts from courses that correlate to the AECT standards should be a part of this portfolio. This course addresses the following standards: (1) DESIGN, (3) UTILIZATION, (5) EVALUATION

Course Objectives

By the end of the course you will be able to:

- Explain and illustrate effective applications of storytelling for teaching and learning.
- Analyze theoretical foundations of digital storytelling.
- Design and develop digital stories.
- Plan and design assessments for storytelling within instructional settings.

Course questions

- What is storytelling? What makes a good story?
- How can storytelling and making support learning?
  - What storytelling frameworks can be used as models?
- What processes are most effective in designing and utilizing digital storytelling within instructional contexts?
- How can digital storytelling be assessed and evaluated, both as a learner's product and as an instructional method?

Date, Time, & Place

Monday evenings, 5:30 to 8:15 PM at the downtown campus in DB 2.228. Some classes will meet online.

Instructor Information

- Contact Patricia McGee at patricia.mcgee@utsa.edu
• **NOTE:** When e-mailing P. McGee, begin the message subject line with "Story" followed by the topic of your message.

**Accessing Blackboard**

If you are registered for the course, you can go to Blackboard and see our learning place after the first class meeting. **IMPORTANT:** Once you have entered Blackboard for the first time, please set up your e-mail to be forwarded to your Internet e-mail account. Once you have done this, all e-mail sent through Blackboard will be forwarded to your personal e-mail account and you will not have to check Blackboard e-mail. To set up this function, follow these steps:
1. Log in to your Blackboard course.
2. Enter the e-mail area of the course. This should be linked on the course home page.
3. Click on "Message Settings" at the top of the e-mail screen.
4. Check "Forward my mail to: <your email address>"
5. Click on "Update."

**Materials**


*Other readings as noted in Course Map*

**UTSA Policies: Scholastic Integrity**

You are expected to be above reproach in scholastic activities. Those who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. "Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion; the submission for credit any work or materials that are attributable in whole or in part to another person; taking an exam for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts" (Regent's Rules and Regulations, Part One, Chapter VI, Section 3, subsection 3.2, subdivision 3.22). Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. See Student Code of Conduct. Be sure to cite sources in the body of the text of your written materials, giving credit to the source of the ideas you are using. Avoid paraphrasing. Cite specific page numbers when using a direct quotation. Make sure all sources are cited appropriately.

**Expectations**

**Role of the learner**

Your role is to be actively engaged in acquiring knowledge. As a professional, you want to be as skilled and as knowledgeable as possible, whether you are currently practicing in your chosen profession or if you are planning to enter a new profession. Although course activities are designed to help you acquire knowledge and skills, without your commitment, engagement, and active participation we cannot be successful.

**Attendance & Participation**

This course is discursive is active, collaborative, and hands-on. As such it requires that participants participate actively and regularly in face-to-face and online interactions.
Writing Standards
You must submit all work, either in print or in electronic format, with no typographical or grammatical errors. Be sure to proofread carefully. When citing sources of information, in a reference page or within the body of text, use APA style. Failure to follow APA conventions may result in a lower grade. When citing sources of information, APA style should be used. When submitting work via e-mail, be sure that all word processing documents end in 'doc.' APA Guide to Internet Citations, A Guide for Writing Research Papers has answers to frequently asked questions about APA. APA Style Guide 2000 actually shows you examples of APA style. All work must be word-processed 1 1/2 spacing (if submitted in print) using a 12 font size. Margins should be one inch.

Activities Course Activities may include but are not exclusive to:
- Using Web 2.0 technologies to create learning experiences.
- Writing an analysis paper.
- Hosting a storytelling fete.
- Analyzing tools for ease of use and appropriate applications.
- Creating digital stories.

Assessment
You are encouraged to discuss concerns about the course with the instructor at any time. Informal course evaluations will be conducted periodically and may result in revisions of class activities or calendar. Percentages of class effort are assigned for each assignment for a total of 100 percent. Using the percent scale and the following criteria, student performance will be determined.

A. Student completes all tasks and activities with, corrected or corrected, negligible errors; attends class and participates regularly and appropriately in discussions; supports peer learning; completes a final product that meets criteria provided without changes, directly relates to course learning, and is relevant to an educational setting.
B. Student completes all tasks and activities with, corrected or corrected, minimal errors; attends class and participates regularly and appropriately in discussions; supports peer learning; completes a final product that meets criteria provided with minor changes, directly relates to course learning, and is relevant to an educational setting.
C. Student completes all tasks and activities with, corrected or corrected, errors that detract from quality; misses some classes but participates in discussions; completes a final product that meets criteria provided but requires significant changes, directly relates to course learning, and is relevant to an educational setting.
D. Student does not complete all tasks and activities; submits assignments; uncorrected or corrected, which contain errors which detract from quality; misses some classes and/or does not participate regularly in discussions; completes a final product that does not meet criteria provided and/or does not directly relate to course learning, and, is not, without substantial changes, relevant to an educational setting.
F. Student does not complete all tasks and activities; submits assignments, uncorrected or corrected, which contain substantial errors; misses some classes and/or does not participate regularly or appropriately in discussions; does not completes a final product that reflects criteria or which is relevant to an educational setting.
<table>
<thead>
<tr>
<th>week</th>
<th>date</th>
<th>topic</th>
<th>location</th>
<th>reading</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 11</td>
<td>Introduction: What is storytelling?</td>
<td>DB 2.228</td>
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<td>2</td>
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<td>3</td>
<td>Jan 18</td>
<td>MARTIN LUTHER KING HOLIDAY - NO CLASS</td>
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<td>4</td>
<td>Jan 25</td>
<td>What makes a good story?</td>
<td>DB 2.228</td>
<td>See Assignment</td>
<td>A Good Story (5 pts)</td>
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<td>Feb 1</td>
<td>What is digital storytelling?</td>
<td>DB 2.228</td>
<td>Hartley &amp; McWilliam:</td>
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<td>6</td>
<td>Feb 8</td>
<td>How can story telling and making support learning?</td>
<td>DB 2.228</td>
<td>Storytelling as an Instructional Method</td>
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<td>7</td>
<td>Feb 15</td>
<td>How can story telling and making support learning?</td>
<td>Online</td>
<td>Hartley &amp; McWilliam:</td>
<td>Where's the theory? (10 pts)</td>
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<td>8</td>
<td>Feb 22</td>
<td>What are cultural views of storytelling?</td>
<td>DB 2.228</td>
<td>Hartley &amp; McWilliam:</td>
<td>Project proposal discussion (5 pts)</td>
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<td>9</td>
<td>Mar 1</td>
<td>What storytelling frameworks can be used as models?</td>
<td>Online</td>
<td>Web 2.0 Storytelling</td>
<td>Types of Stories Wiki (5 pts)</td>
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<td>10</td>
<td>Mar 8</td>
<td>What processes are most effective in designing and utilizing digital</td>
<td>DB 2.228</td>
<td>Rosenthal-Tolisano:</td>
<td>Make my model (10 pts)</td>
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<td>pp. 7-10 (P. McGee)</td>
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<td>Mar 15</td>
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<td>Mar 22</td>
<td>What processes are most effective in designing and utilizing digital</td>
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<td>Rosenthal-Tolisano:</td>
<td>Types of Stories Wiki (5 pts)</td>
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<td>13</td>
<td>Mar 29</td>
<td>How can stories be told in different ways using different tools?</td>
<td>DB 2.228</td>
<td>Rosenthal-Tolisano:</td>
<td>Successful Practices (10 pts)</td>
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<td>14</td>
<td>Apr 5</td>
<td>How can digital storytelling be evaluated, as an instructional method?</td>
<td>Online</td>
<td>See assignment</td>
<td>Where's the evidence? (10 pts)</td>
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<td>Apr 12</td>
<td>How can digital storytelling be assessed for the learner?</td>
<td>DB 2.228</td>
<td>Assessing digital stories, new media narrative (J. Ohler)</td>
<td>Types of Stories Wiki (5 pts)</td>
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**Notes:**
- This calendar is in **DRAFT** form - be sure to check weekly for changes.
- This class is blended and meets in the classroom as well as online.
- DB 2.228
- TBA
- Types of Stories Wiki
- Successful Practices
- Where's the evidence?
- See assignment
- Project proposal discussion
- Make my model
<table>
<thead>
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<th>Date</th>
<th>Event</th>
<th>Location</th>
<th>Assessment and Evaluation Plan/Resources (pts)</th>
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<td>Assessment and Evaluation Plan/Resources (10 pts)</td>
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<td>Workday</td>
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<td>May 3</td>
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